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cum translated "when," pure temporal, takes the indicative.

The context must decide whether to translate "since," "although," or "when," if the subjunctive is used. If it is the indicative that is found in the text, the translation must be "when."—G. K. G. H.

THE CONTINUITY OF CULTURE

IN a recent interview Dr. Basil L. Gildersleeve, dean of Greek scholars in America, expressed himself on his ideas of the values in classical training. Though he is now eighty-seven years of age, he still thinks, and can present his thoughts clearly with flashes of cheerful humor. "It is now about 60 years since I first taught Greek," he says. "I have seen this tendency to put the classics aside, and have fought a sort of rear-guard skirmish as well as I could. . . . In big and little things the ancients had knowledge of the things we worry over, and had learned the lessons we try to learn now. Eliminate the classics and we cut ourselves off from that wisdom. And, as I say, we destroy the continuity of culture."

A striking expression—the continuity of culture! We today are in thought and spirit much closer to the Romans and Greeks of two thousand years ago than we are to present-day Koreans and Chinese. Roman and Greek civilizations are the foundations of our own. We teachers of the classics have then to see to it that our students get not merely knowledge of the language, but also of the life and civilization of the ancients.—G. A. H.

CURRENT HISTORY NOTE-BOOKS

By WILLIE MAY STRATFORD

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AS an aid in increasing interest in Current History in the Sophomore Class note-books have been very helpful this term. Each student was asked to keep a record of Current Events. This note-book work was voluntary. It was easy to arouse enthusiasm because, first, one day each week is spent in discussing important happenings with the *Literary Digest* as a text-book; second, I suggested that the note-books might be made interesting war scrap-books.

For this work we used the Glencoe loose-leaf note-books. The material was to be divided under certain heads. Some of the headings suggested were: Articles, (each student was required to bring to class a written report on some important question nearly every week) Maps, Cartoons, Poems, Jokes, War Pictures. The students were permitted and asked to have other divisions if possible. Some of them had a

section on Important Diagrams, Statistics Concerning the Army and Navy, and Topics in Brief. The students were asked to have neat and well arranged books. Each division was to be headed with the proper name on a blank sheet of paper. For instance, just before the map section, was printed the word Maps in large letters in ink or water-colors.

All during the term I was kept busy looking at this or that student's wonderful map, beautiful poems, colored pictures, good cartoons, jokes, etc. Some of the articles were on such subjects as—"Pershing in France," "Life of Pershing," "Foch," or "Haig," "Universal Peace," "Prohibition," "The Irish Question," "Russia and Bolshevism," "The Surrender of the German Navy," "President Wilson in Europe," "Jobs for the Returning Soldiers," "The Railroad Question," "Hog Island Ship Yards," "The Labor Problem in the United States," etc. Some excellent maps of the Western Front and particular sections of it were collected from the *Literary Digest* and other papers and magazines. Pictures of the generals, of the most prominent men and women of the various nations, of buildings, such as the Rheims Cathedral, of scenes, of air-ships, submarines, and ships, and sections of these had been brought together very attractively. The cartoons and jokes, in most instances, were selected with discrimination and wisdom. "Near No Man's Land," "In Flanders Field," "Mother," "A Tree," "Hunk O' Tin," and other splendid poems were found in these books.

Seventy students had kept these records, while thirty had failed to keep them. Most of failures were due to loss of time during the influenza epidemic. The best note book from each of the six classes was selected and sent to the Public Library. Here they were put on a special table in the front reading room where they could be examined by those who desired to see them. The students were also asked to give their books to the hospitals near Asheville for the wounded soldiers, if they did not particularly wish to keep them. Only five boys of the seventy students who handed in the books were willing to give them up; they explained that they would, but they wanted to get them back. The students feel that it is an interesting record of real and important history that they themselves have collected, and so they take great pride in their work. Their parents approve the work, have shown interest in it, and have helped in some instances.

I do not believe this interest in Current History will die down quickly, as nearly all students have subscribed to the *Literary Digest* for the next term and are making a bigger, better, and neater collection this spring.